DOCUMENT RESUME

ED 330 986 CG 023 329

TITLE	Supplement for School Social Work. Effective July 1, 1990.
INSTITUTION	Kansas State Board of Education, Topeka.
PUB DATE	1 Jul 90
NOTE	8p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Consultation Programs; Elementary Secondary Education; *Family School Relationship; *School Counseling; *School Social Workers; *Social Work; *State Standards
IDENTIFIERS	*Kansas

ABSTRACT

This document comprises the Kansas state standards and guidelines for school social work. School social work is defined as special services which provide: (1) a liaison between home, school, and community to prevent problems in learning and promote quality education; (2) consultation to teachers or other school staff in understanding the cultural and social factors related to a child's performance in school; (3) coordination between the school and other community agencies to mobilize resources to enable the child to profit from the educational experience; and (4) assistance through group and individual counseling with the child and family to affect the child's adjustment in school. Topics discussed thereafter include: scope of services; responsibilities of the school social worker; student/social worker ratio; supervision of school social work; training and certification; social work paraprofessionals; approval of social work paraprofessionals; and reimbursement. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CG

KSBE

Kansas State Board of Education

ED330986

SUPPLEMENT FOR SCHOOL SOCIAL WORK

Effective July 1, 1990

BEST COPY AVAILABLE

Revised July 1, 1990

CG023329

An Equal Employment Educational Opportunity Agency

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. Fredan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is that:

Each person will have the skills and values necessary to contribute to our evolving society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- involve parents and support their efforts in the education of their children
- expand learner-focused approaches to curricula and instruction that can amplify the quality and scope of learning
- expand career, lifelong learning, and applied technical preparation which is relevant to the changed nature of work in an information society
- strengthen involvement of business and industry, public and private agencies, and community groups to increase the quality of education and the development of Kansas human resources
- strengthen educational quality and accountability through performance-based curricula and evaluation systems
- develop state and local information systems which may be used for systematic feedback for program improvement, evaluation, and sharing
- strengthen positive environments and develop environments which empower learners and staff
- extend and update the professional and leadership excellence of Kansas educators essential for quality education
- extend and expand the effective utilization of information technology which can increase information access for all learners of the state and productive learning for all Kansas educational institutions
- develop learning communities which involve educational institutions, public and private agencies, and community groups in more effective methods of meeting human resource development needs.

Kansas State Board of Education

Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

Board Members

Mildred G. McMillon District 1	Kathleen White District 2	Paul D. Adams, Vice Chairman District 3	Connie Hubbell, Chairman District 4	I. B. "Sonny" Rundell District 5
Bill Musick District 6	Richard M. Robl District 7	Evelyn Whitcomb District 8	Timothy R. Emert District 9	Everett L. Johnson District 10

Lee Droegemueller
Commissioner of Education

An Equal Employment/Educational Opportunity Agency

The Kansas State Board of Education does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (913) 296-2424, 120 East 10th Street, Topeka, Kansas 66612, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

SCHOOL SOCIAL WORK

DEFINITION

As defined in K.A.R. 91-12-22(jj) 'school social work' means special services which provide:

(1) a liaison between the home, school and the community to prevent problems in learning and to promote quality education;
(2) consultation to teachers or other school staff in understanding the cultural and social factors related to a child's performance in school;
(3) coordination between the school and other community agencies to mobilize resources to enable the child to profit from the educational experience; and
(4) assistance through group and individual counseling with the child and family to affect the child's adjustment in school.

SCOPE OF SERVICES

The related service of school social work shall be provided as required to assist an exceptional child to benefit from special education K.A.R. 91-12-63(a) Social and cultural influences in the home and the community, as well as factors within the school, will impact upon the student's special needs and must be considered in the development of the IEP.

School social work is a supportive service to both regular education and special education. As a member of the total school staff, the school social worker assists in developing a better understanding of factors which may be counter-productive to learning. This emphasis on the prevention of problems, as well as supportive assistance offered to individual children, parents, and school staff, is an integral part of school work services.

The school social worker has a vital liaison role when the school is working cooperatively with another community agency, such as the juvenile court, mental health center, or Department of Social and Rehabilitation Services. Preparation for return of students from a detention home, mental health facility, or a State facility into the public school requires careful planning and continued follow-up. Often adequate services of the type provided by a school social worker will determine the effectiveness of the change.

RESPONSIBILITIES

The responsibilities of the school social worker include, but are not limited to the following:

1. Provides direct services to parents or children.

    a. Assists in the establishment of trust relationship with parents. The school social worker is often the first representative from the special education services staff to have contact with a family.
    b. Assists in communicating parental concerns to the school and the school's concerns regarding the child to his/her parents. This might be considered a process of mediation between home and school.
    c. Assists the child's family and the school in the effective utilization of community resources.
    d. Maintains follow-up of children being seen by another community agency; assists the parents in locating and acquiring any additional services which are needed.
    e. Serves as a member of the multidisciplinary team responsible for comprehensive evaluations.
    f. Provides supportive group and individual casework and counseling services to students and parents on school related problems.
    g. In cooperation with other support personnel, plans and conducts parent meetings or training to assist parents in a better understanding of their child's unique needs and their role in effective parenting.
    h. Provides assistance to the family and school during the adjustment period when a child is returned to the community from a State institution or other placement.

2. Maintains communication with and provides consultation to school personnel.

    a. Channels appropriate community information to the school to help improve school-child relationship through better understanding.
    b. Consults with administrators or other school personnel concerning social and cultural factors contributing to pupil problems in the school system.
    c. Participates in the formulation of policies designed to improve the school learning climate.
    d. Assists other special education services personnel in providing school inservice related to the special needs of children.
    e. Reviews in cooperation with other appropriate school personnel, current information pertaining to a child's progress and assists in the reformulation of the individualized education program as needed.

3. Assists in effective school and community cooperation by acting as a liaison between the school and existing community resources.

    a. Is available to consult in community planning and to interpret the role of school social work to institutions and other community agencies.
    b. Assists in developing community awareness of the needs of all children, including those with exceptional needs.

STUDENT/SOCIAL WORKER RATIO

As prescribed in K.A.R. 91-12-63(b), *The ratio of total school population to one school social worker shall not exceed 1500 to 1.* This means that whether a social worker is assigned to one or to more than one attendance center the school population to be served by that social worker shall not be greater than 1500.

The student to school social worker ratio should be lowered under the following conditions:

(1) Assignment to areas where socio-economic conditions increase pupil and family problems;
(2) assignment to schools separated by considerable distance. Excessive travel time should be avoided wherever possible;
(3) assignment to schools where a highly mobile population is served; or
(4) assignment to schools where a large number of programs for exceptional children are provided.

In local education agencies where a master's level social worker has the assistance of a paraprofessional, the unit of one school social worker and one to three paraprofessionals may serve a somewhat higher population. The specific population number for this type of service is difficult to establish, but consideration of the time required for supervision and the limitations on service due to the paraprofessional's level of training should be carefully considered. (See Social Work Paraprofessionals below for regulations related to baccalaureate degree social workers.)

As stipulated in 91-12-63(c)(4) *The school social work paraprofessional shall be under the direct supervision of a school social worker who provides monitoring and assistance at least two hours per week for each paraprofessional.* The student population assignment of the supervisor should be adjusted downward in relation to the number of hours spent in supervision.

SUPERVISION OF SCHOOL SOCIAL WORK

In location education agencies employing several master's level school social workers, provision should be made for coordination and supervision of these services. The person designated as coordinator/supervisor shall meet the requirements for supervisor/coordinator of special education.

When ten or more school social workers are employed, one full-time coordinator/supervisor should be employed. When fewer than ten master's level social workers are employed, proportional release time should be provided for the supervisor.

TRAINING AND CERTIFICATION

Reimbursable school social work services are provided by master's level social workers who have met requirements under special education criteria established by the State Board of Education and who are certified by the Kansas State Department of Education. Bachelor's level social workers are not certified by the Kansas State Department of Education, but may be employed as paraprofessionals if they work under the direct supervision of a certified master's level school social worker.

SOCIAL WORK PARAPROFESSIONALS

Within the social work field, several levels of training have been articulated in an effort to provide differentiated staffing and to more fully utilize the talents of persons interested in that helping profession. In keeping with this philosophy and to allow special education reimbursement , K.A.R. 91-12-63(c) requires that school social work paraprofessionals shall:

(1) Hold a baccalaureate degree in social work;
(2) perform tasks related to school social work for which they are trained;
(3) not be involved in intervention techniques, including psychotherapy;
(4) be under the direct supervision of a school social worker who provides monitoring and assistance at least two hours per week for each paraprofessional; and
(5) hold a paraprofessional permit.

Careful planning shall be employed in the development of the tasks assigned to the baccalaureate school social worker. The term paraprofessional, which is used to indicate a noncertified but reimbursable special education staff member, is not intended to downgrade those skills which the baccalaureate person has acquired. Conversely, however, because of the importance of social work in the lives of those persons receiving service, appropriate responsibilities shall be assigned as required by K.A.R. 91-12-63(c)(2)(3) and K.A.R. 91-12-61.

APPROVAL OF SOCIAL WORK PARAPROFESSIONALS

School social work paraprofessionals shall obtain a permit as required for other special education paraprofessionals. (See Paraprofessionals in Special Education Supplement.)

REIMBURSEMENT

Special education reimbursement for certified master's level school social workers and noncertified bachelor's level social workers who meet the requirements specified in K.A.R. 91-12-63(3)(c) is available on the same basis as for other special education personnel. (See K.A.R. 91-12-37.)